

Integrating Reciprocal Teaching and *Edmodo* to Improve the Students' Reading Comprehension for Eleventh Graders

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Abstract: The purpose of this collaborative classroom action research was to improve the students' reading comprehension in analytical exposition text. The subjects of this study were 23 high school students. The instruments in data collection were reading test, observation checklist, and field notes. The finding of the research signify that the implementation of Reciprocal teaching and *Edmodo* integration could improve the students' reading achievement and involvement. The students could enhance their average reading score, which was higher than the minimum passing score. Also, all the students increased their reading score at least 10 points higher than their initial test result. Overall, 19 students passed the minimum passing score. The students' involvement in the RTT classroom implementation also affirmed an increase in the last meeting other than the first meeting.

Key Words: reciprocal teaching strategy, reading, comprehension *Edmodo*

Abstrak: Tujuan penelitian tindakan kelas kolaboratif ini adalah untuk meningkatkan kemampuan membaca siswa dalam memahami teks eksposisi analitis. Subjek dalam penelitian ini adalah 23 siswa SMA. Instrumen yang digunakan untuk pengumpulan data adalah tes pemahaman bacaan, lembar pengamatan, dan catatan lapangan. Hasil penelitian adalah penerapan integrasi *Reciprocal Teaching Technique (RTT)* dan *Edmodo* berhasil meningkatkan kemampuan siswa dalam memahami bacaan dan keterlibatan siswa dalam kegiatan pembelajaran. Terdapat peningkatan nilai rata-rata yang lebih tinggi dari nilai ketuntasan belajar minimal. Nilai masing-masing siswa meningkat 10 poin dibandingkan dengan tes sebelumnya. Secara keseluruhan, nilai 19 siswa melampaui nilai ketuntasan belajar minimal. Keterlibatan siswa dalam penerapan *RTT* di dalam kelas juga menunjukkan peningkatan pada pertemuan terakhir daripada pertemuan pertama.

Kata kunci: strategi mengajar timbal balik, membaca, pemahaman *Edmodo*

INTRODUCTION

Reading is a receptive skill that is inevitable in our daily life. When we wake up in the morning, we may read today's newspaper to get the latest information at home. On the streets, we may read brochures of a product offer. When we reach our office to work, we may read notes for the following days' targets. At another day, we must read the manual to get the best use of our new tool. Similarly, when we are sick, we must strictly follow the right dosages of medicine as prescribed by the doctors. The illustration shows that reading is essential to get information.

In education, reading is also crucial for students. During their school days, they must read printed (or

electronic) material such as textbooks, notes, encyclopedias, and dictionaries to get information and for learning. After school, they may continue reading other articles to finish their assignments. In this case, reading is essential for students to gain information and knowledge, keep them up to date, and get a bunch of ideas to write (Fairbairn & Fairbairn, 2001).

In the Indonesian context, the importance of reading for students can be related to its genre-based national curriculum. High school students must learn different kinds of texts such as descriptive, recount, narrative, procedure, report, exposition, biography, news item, and short functional texts. As a requirement, students must join the national exam in their last year. The blueprint, so-called graduate competence

standard, measures the students' ability in identifying (1) the social function of the text, (2) The text structure, and (3) the language feature.

The first item deals with topics, purposes, reasons, authors and readers connections, and contexts. The second aspect deals with the ability in identifying the meaning connection among parts of a text such as the main idea, steps, procedures, and plots. The last measures are the students' ability in analysing vocabulary and grammar. In short, reading comprehension is a crucial aspect of the national curriculum.

However, reading is not a simple process. It is a complex cognitive process containing aspects of vocabulary, the need of being intentional and thoughtful, and activities to seek for the expected information that works together in a synchronous way (Horowitz, 2014). Grabe (2009) maintains that there are two processes in reading, namely: comprehending process (the goal is to identify what messages are conveyed by the text writer) and strategic process (a set of skills and means to text information anticipation, selection, and organization, as well as summarizing, and monitoring comprehension). Reading is also a simultaneous process of information in the text and the readers' previous knowledge developed to construct meaning before, during, and after reading (Kimberly, 2014).

The elaborate process in reading comprehension, however, may lead to the students' difficulties in understanding the texts. Some studies have reported the evidence. Nugraha (2011) states that students have problems with vocabulary, motivation, and activities. To comprehend texts, they always translate the words. They are also reluctant to be active during the class. Also, the teacher, monotonously, conducts the teaching and learning process as what is stated in the course book.

Similarly, Teachers consider word meanings as the most crucial thing in comprehending texts (Febriani, 2011). Therefore, they always ask their students to translate word by word. This long process leads to students' boredom. In line with it, Utami (2013) finds that teachers do not provide their students with reading strategies. During the teaching and learning process, they only ask the students to open their course books, read the text, and answer the questions.

Based on the explanation, it can be concluded that the difficulties in reading comprehension classes fall on three items: vocabulary, strategy, and motivation, the low vocabularies force the students to always rely on dictionaries to get the word meanings. Moreover, the teachers do not provide the students'

with an appropriate way to comprehend texts. Those reasons finally lead to the students' low motivation resulting in the low score in the reading comprehension test.

Reading difficulties were also experienced by XI IPS-1 students of SMA AL Hikmah Surabaya. On August 27th, the researcher conducted a preliminary study in the school. It was conducted by interviewing the English teacher, giving a set of questionnaire to the students, and administering a reading comprehension test. In the first method, the researcher interviewed the English teacher to identify the students' competence in comprehending texts. Here, the teacher explained that most students have low vocabulary mastery. It could be seen during teacher-students interaction in the learning process. The oral communication did not run clearly because they asked the teacher to repeat the questions, ask clarification to a nearby friend, or respond nothing but silence. Another problem dealing with vocabulary could be identified during the reading session. When the teacher asked the students to read a text, they always said that it is difficult to understand the meaning. So, the teacher usually instructed them to translate the text before answering the reading comprehension questions. In the formative test, the achievement of the reading test is not satisfying; almost 85% of them failed to pass the minimum passing grade of 75.

The teacher also told about the difficulties in making students active during the teaching and learning process. He claimed that he already followed the lesson plan. In the opening session, he usually checked the students' attendance. After that, he often asked the students to open a certain page, read the text, and asked the students to answer the reading comprehension questions. He followed all the instructions, as suggested in the course book. However, the strategy could not trigger the students to be engaged and active. Only a few numbers of them are active. Most of them paid little attention as shown by looking sleepy, chatting with another friend, or asking to leave.

Besides interviewing the English teacher, the researcher also delivered a questionnaire to collect data in the preliminary study. The survey was used to identify the students' comment on the English teaching process they had experienced, so far. The questionnaire consisted of a set of questions focusing on (1) the students' problems in reading, (2) the teaching and learning process, and (3) their perception of reading. In discussing the reading problems, 83% of the students have difficulties in identifying main ideas

and topics. The second highest is on finding implicit information in the text where 80% of students have difficulties in finding the answer. The third highest percentage was on the vocabulary questions where 70% of students have problems in finding the synonyms or antonyms. In respond to the teaching and learning process, 74% of students reported that it was monotonous since the teacher seldom varied the method. 87% of students also claimed that the teacher never used technology and always text-book oriented.

The result of the interview, the questionnaire, and the reading comprehension test above confirmed that the students in the class had problems in the classroom involvement and reading comprehension. The issues need to be solved by implementing proper instructions to encourage the students' activeness and increase their reading comprehension.

In trying to find an alternative as the solution to improve the reading comprehension, one of many reading techniques that can be applied is Reciprocal Teaching Technique (RTT). This technique has proven to be effective for teaching students strategies in reading comprehension that will be beneficial for their language proficiency.

RTT is an "instructional strategy" highlighting dialogues between teachers to students regarding segments of texts. There are four strategies in RTT: "summarizing", "question generating", "clarifying", and "predicting". In assuming the teacher's role, each student leads the dialogue in turn (Palinscar & Brown, 1984). Oczkus (2013) defines RTT as a strategy of assigning students into a different task.

Within a group of four, each student is assigned to act for a specific role. The first role is a predictor. In this position, the students infer the information from the text to make predictions for the continuing paragraph. Using another alternative, a teacher may show a clue in the form of pictures or topics so that the students can predict the contents of the text.

The second role is a clarifier. Acting in this position, the student identifies unclear parts in the text that may lead to problems in understanding the meanings. The components may be in the forms of difficult words, phrases, or any parts in the text that need to be clarified.

The third role is a questioner. In this position, the student analyse the text and generates relevant questions. In this session, he learns to critically think of the information in the document. Using the information, he makes reading comprehension questions that lead to understanding the content.

The last role is summarizer. In this part, a student identifies the topic, main ideas, and details in a text. He concludes what the text is about and presents the information using his own words. This role is useful to measure the students' understanding of the whole text.

The implementation of RTT to improve the students' reading comprehension has become a big concern among researchers. Since it was found in 1986, many studies have been applied to seek for its effectiveness. RTT is applicable in various subjects (Darsono, 2015; Davidson, n.d.; Rosenshine, Barak, Meister, & Carla E, n.d.; Yoosabai, 2009). An RTT implementation study at different levels of education is also feasible. While Febriani (2011), Nugraha (2011), Triana (2017), and Utami (2013) conducted researches in Junior highs schools, Suparna (2014), Sukisnadi, Poedjiastoeti, and Negeri (2014), and Syaiful and Zulpahmi (2017) did it on senior high levels. Those studies also support the successful implementation to improve the students' reading comprehension.

However, those previous studies did not mention technology in the classroom. Technology has become a popular issue in the world. Information and Communication Technology (ICT) appears to be one of the education reforms in the world. Its implementation in classrooms, however, warrants careful planning to gain maximum benefits (Jhurree, 2005).

Among many well-known online learning platforms, *Edmodo* is one of the popular brands that may become the preference. The selection of *Edmodo* is based on numbers of reasons such as its features of having an online library, global connection, friendly interface, online assessment, polls, etc.

The implementation of *Edmodo* in reading classes at various levels has been noted by the following studies. Those implementations show positive results. In primary school, Lindsey (2014) argues that exploring *Edmodo* as a learning management system gives many benefits in the form of students' engagement, media sharing, and other school collaboration. She also points out that the badges provided that can make the students more motivated. Yagci (2015) explains how *Edmodo* can be implemented for university students and improve the students' reading comprehension.

Puspita and Palekahelu (2014) explore the use of *Edmodo* in teaching reading for high school students. In terms of learning activities, the students are more active in giving questions, expressing arguments, and paying more attention. There is also an improvement in their reading comprehension score. The studies prove that *Edmodo* can be used to teach reading

in any levels. In another study, Pratama (2015) reports the university students to find *Edmodo* interesting and enhance the reading comprehension toward the use of *Edmodo* in blended learning. Additionally, Looi, C.Y, and Yusop (2011) argue that the use of social networking tools supports three themes (1) encouraging positive attitudes and perceptions among learners, (2) improving learners' performance, and (3) developing a sense of community and engagement among learners.

Realizing the positive findings in the implementation of RTT and *Edmodo*, the researcher considers the integration of the two elements will be beneficial to improve the students reading comprehension of the XI IPS-1 class. Besides integrating the two, the researcher will use an Analytical exposition text. The reason is that this argumentative text is one of the required genres for the XI graders.

From all the theories and previous studies, the researcher conducts a classroom action research to implement RTT and Edmodo integration. This study aimed at improving the students' reading comprehension of XI IPS-1 students of Al Hikmah High School Surabaya.

METHOD

Kemmis and Mc. Taggart's (1988) design of classroom action research is implemented in this study. There were four steps comprising planning, implementing, observing, and reflecting. The subjects of the study were 23 students of XI IPS-1 of SMA Al Hikmah Surabaya.

In planning, the researcher prepared the teaching reading strategy, designed lesson plans for nine meetings, and set the criteria of success (Table 1). In implementing, the researcher taught the class, and based on the following teaching scenario. Table 2 shows the implementation of the strategy in each meeting.

In observing, the data were collected from the reading comprehension test to measure their achievement in the last meeting and the collaborator's observation checklist to record the students' involvement. The reading test consisted of 20 multiple choices. One correct number equalled to five points. The observation checklist included lists of students' activities. The observer's counted the numbers of students who did each activity, decided the corresponding percentages

Table 1. Criterion for Success

No	Criteria of Success	Instrument
1	The students' reading comprehension test score was at least 10 points higher compared to the reading test score in the initial test.	Reading test
2	At least 80% of all the students' passed the minimum passing score of 75	Reading test
3	More than 70% of the students were active during classroom meetings.	Reading test

Table 2. Teaching Scenario

Meeting	Dates	Setting	Activity
1	Oct, 25 th 2018	Classroom	Introduction to <i>Edmodo</i> and account registration Understanding Analytical Exposition Modeling RTT through <i>predicting, clarifying, questioning, and, summarizing</i>
2	Oct 26 th to 31 st 2018	Online using <i>Edmodo</i>	Self- introduction in <i>Edmodo</i> by sending their first posts. Maintain online interaction.
3	Nov, 1 st 2018	Classroom	Group work discussion to analyse an analytical exposition RTT through <i>predicting, clarifying, questioning, and, summarizing</i>
4	Nov 2 nd to 8 th 2018	Online using <i>Edmodo</i>	Online interaction Predicting the next topic.'
5	Nov, 9 th 2018	Classroom	Group work discussion to analyse an analytical exposition text using RTT through <i>predicting, clarifying, questioning, and, summarizing</i>
6	Nov, 10 th to 15 th 2018	Online using <i>Edmodo</i>	Online interaction Predicting the next topic
7	Nov, 16 th 2018	Classroom	Group work discussion to analyse an analytical exposition text using RTT through <i>predicting, clarifying, questioning, and, summarizing</i>
8	Nov, 17 th to 22 nd 2018	Online using <i>Edmodo</i>	Online interaction Open discussion about the problem during the implementation of reciprocal teaching.
9	Nov, 23 rd 2018	Classroom	Reading comprehension test.

and summed up all the percentages to get the average numbers.

In reflecting, the data were analysed by the criteria of success (Table 1). The result of the reading comprehension test was used to determine whether the first and the second criteria for success were reached. The result of the observation checklists was used to measure whether it met the third criteria of success. To sum up, if both results reached the required criteria, the study was considered to be successful.

RESULTS

The Result of the Students' Reading Comprehension Test

The result of the reading comprehension score showed that the students' could increase their score. Based on the table, it can be identified that there is an increase in the mean score. In the first test score, the mean was 70. After the implementation, the score improved 11,74 points reaching 81,74. The lowest score also illustrated the 15 points increase from 45 to 60. The similar improvement was also found in the highest score. The score increased 10 points, from 85 to 95. The data also reported that 60 % of the students (15 students) increased their scores 10 points higher than their previous studies. While the others, on the other hand, reached 15 points higher than their previous score. Therefore, it can be concluded that the increasing scores fulfilled the first criterion of success requiring all students to improve their score at least 10 points compared to theirs in the preliminary study.

Furthermore, in viewing the result of the students' reading comprehension test, 4 students were scored under 75. The scores were 60, 65, 65, and 70. They were equal to 17% of the total numbers of the students in the classroom. Therefore, it could be said that the other 83% of the students could reach 75 or more. This result confirmed the second criterion for success requiring that at least 80% of the students scored 75.

From the data, it can be concluded that there is an increase in the students' reading comprehension after implementing reciprocal teaching and *Edmodo* integration. The data fulfilled the first two criteria of success of the minimum 10 points increasing score and 80% students passing 75. Figure 1 illustrates the result of the students' reading comprehension test score compared to their initial test.

The Result of the Students' Involvement in the Teaching and Learning Process

Based on the observation, the result of the students' involvement in the teaching and learning process in the classroom also showed an increase. There were four classroom meetings observed, and the focuses were on the students' activities on identifying generic structures of analytical exposition text, implemented the reciprocal teaching procedures, exchanged opinions, and submitted the result of the discussion to the teacher. The average active participation of the students' in the first meeting was 73,19%. Based on the category, the result of their involvement was good. In the second meeting, the result showed an increase in which 81,15% of students at the average showed

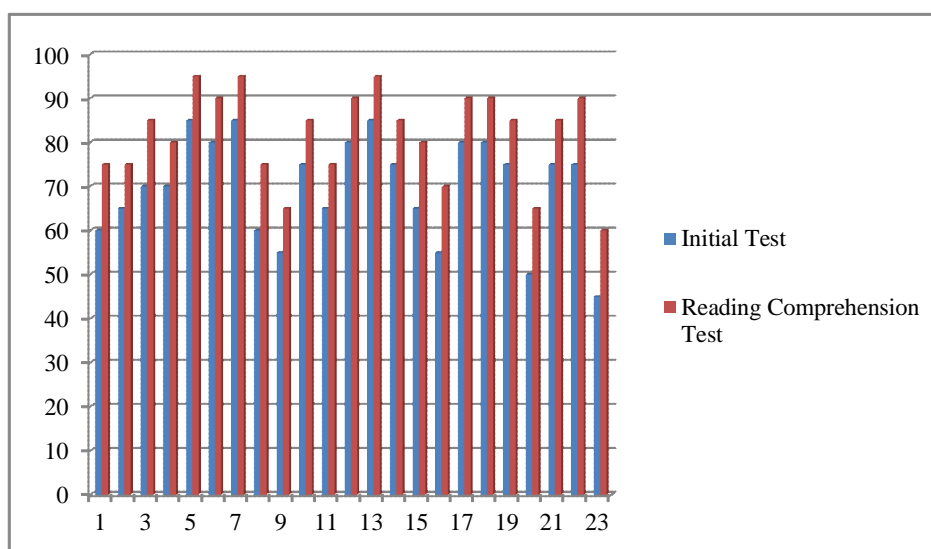


Figure 1. The Comparison of the Initial and the Reading Comprehension Test

active participation in the classroom. The result could be categorized as good since the range was still between 75%–90%. The students' involvement was even classified as good in the third meeting, although the result showed an increase of 88,40%. In the fourth meeting, their engagement was categorized to be excellence since the result reached 96,65%

From the findings, it can be concluded that there was an increase in the students' participation during the teaching and learning process. The result reached the third criteria of success, requiring that at least 70% of all the students were active in the lesson. The result of the students' participation can be seen in Figure 2.

DISCUSSION

The Students' Reading Comprehension Improvement

The data analysis in the findings indicated that RTT could improve the students' reading comprehension. The increasing score supported other previous studies' results. As it was mentioned in the background of this research, RTT was successful in being implemented in different school levels. Some analyses that document the success on the junior high schools were conducted by Febriani (2011), Nugraha (2011), Triana (2017), and Utami (2013). Researching a junior school, Nugraha (2011) found that RTT can improve students' reading comprehension. Also, it increases their vocabulary, encourages them to be active, and enhance their cooperative skills.

Febriani (2011) even concerns about solving the classroom problem using RTT in junior high school. In her preliminary study, she found that the students had difficulties in low vocabulary, motivation, and monotonous classroom instruction by the teacher. After the implementation, the students can increase their reading comprehension score. The result of the questionnaire also reported that they also enjoy the teaching and learning process for it was fun to work in a group.

In a different setting, Utami (2013) also researched the implementation of RTT for junior high school students. Besides the increasing reading comprehension score, she also finds that the students were more motivated in the process. They state that interacting with their friends during the group discussion increase their confidence and openness.

Conducting quasi-experimental research in a school, Triana (2017) observes the implementation of RTT across personality types. The result proves that both introvert and extrovert students can improve their reading comprehension score through the application of RTT. Besides the successful implementation in junior high schools, (Sukisnadi et al., 2014; Suparna, 2014; Syaiful & Zulpahmi, 2017) also reported the increasing reading comprehension through RTT in senior high schools.

This research confirms the above findings since the students learned the specific skills in each step. In *predicting*, they should guess the detailed information in the text. They looked at the topic, recalled relevant facts or knowledge, and decided their guess. The prediction may also come in finding the main ideas in the form of the writer's arguments.

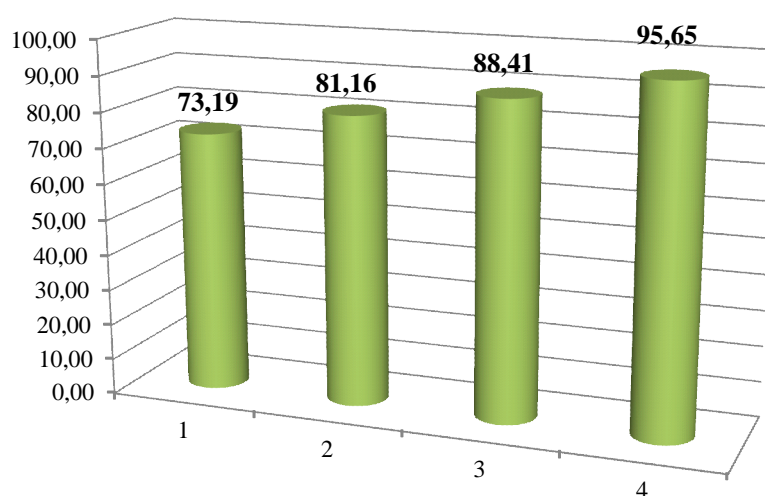


Figure 2. The Students' Participation in the Implementation of RTT

The related micro skill in *clarifying* step was vocabulary. The students discussed the problematic words or phrases. It provided them a word identification practice that is useful in learning vocabulary questions like finding synonyms or antonyms.

Third, in the questioning step, the students learned how to identify implicit or explicit information. This activity also related to the micro skill in a broader sense since in generating relevant questions; they also had to find the topic and the main ideas. Though it was useful, some students found it difficult because they had never done that before. However, after two meetings, they felt more capable of doing the task.

Fourth, in the summarizing step, students synthesized the text. They focused on the text structure and the writer's tone to simplify it. In analytical exposition text, they analysed the generic structure focusing on the thesis, arguments, and reiteration. Summarizing is significant for the text reproduction and presentation. Generally speaking, this process was also beneficial for the researcher to measure their understanding of the text. To conclude, each step in RTT was also related to a specific reading comprehension skill.

The Implementation of the Teaching and Learning Process Using Reciprocal Teaching and Edmodo Integration

The result of the reading comprehension test and the students' involvement in the implementation of RTT and *Edmodo* reach the criteria of success required. Therefore, the study does not need to be continued to the next cycle. It is ended since it met the three measures of minimum 10 points score increase, 80% of students scored 75, and 70% of students' active involvement in the classroom. In other words, the research solves the problems in the students' reading comprehension and low participation in the teaching and learning process.

In gaining desirable improvement in reading comprehension, RTT recommends grouping in the implementation of the strategy. They work in a collaborative environment to share and discuss the steps in a group (Liu & Bu, 2016; Oczkus, 2013). Cooperative learning can support communication building since the students were expected to discuss and argue, sharpen the knowledge, and overcome the gap in their understanding (Tinungki, 2015).

The communication skill in this research was identified from the interaction between the good and the

low skilled readers' discussion. The good readers during the RTT implementation tried to explain the solution in such a way that those of the low skilled easily understood their explanation. Thus, they brought examples, gave analogies, or defined cases in solving a problem. As for the low proficient readers, they were encouraged to speak and express their curiosity of uncertainty.

During the step of *clarifying*, the low skilled readers were actively involved in the discussion. They asked and explained unfamiliar words to the good ones. Sometimes, they confirmed the answer to the researcher when he was around. One example was when they were unsure about the meanings of some words. After they discussed with the proficient readers and found no definite answers, they talked to the researcher confirming the problems. Likewise, they also checked dictionaries to find appropriate meanings.

The second benefit of the group discussion in RTT was the secure feeling. Sofroniou and Poutos (2016) state that during the discussion, the students were enjoying the process more compared to the conventional direct teaching practice. The situation in this study confirmed the theory for the following reasons. In traditional direct teaching, the interaction was more between the teacher and the high achievers. The low ones seemed to be quiet since they were afraid of making mistakes. However, this unsecured feeling was not identified during the implementation of the study. The small group discussion containing only four members prevented them from being tensed. They talked, shared, and asked points to discuss and found the solution together.

During the implementation of RTT, the researcher noted some problems occurred. The first was about the onset of the lesson. When the researcher was about to begin the first meeting, he found that the previous lesson took longer than usual. Therefore, the researcher started the English class 10 minutes late. Another problem was identified during the *Edmodo* registration process. Many students complained about the connection either from the data plan or the Wi-Fi. The slow speed made the page unresponsive, and six students failed to finish the process. In response to the situation, the researcher asked them to repeat the process after the class either at school or at home.

The other problem was on the students' low motivation. From the observer's field notes, the collaborator reported that some students left the class for unreasonable permission. Many of them, in turn, asked for the researcher's permission to wash their hands

or do other stuff. Besides that, it was also noted that they paid little attention when the researcher explained the characteristics of analytical exposition text.

The next problem was related to the students' grammar mastery. In the questioning step of RTT, some groups made grammatical errors in making questions. Mostly they misplaced the auxiliary or be in the sentences. An example of the student's generated questions was: *What we can do to avoid the problem in consuming fast food?* From the sentence, we can identify the error in using "can." In an interrogative sentence, the modal auxiliary should be placed before the subject. Therefore, the correct sentence is *what we can do to avoid the problem in consuming fast food?*

Based on the explanation, some problems found in the first meeting were about the time, the low motivation, and grammar mastery. In solving the first problem, the researcher talked with the previous lesson teacher about the period. He agreed to dismiss the class punctually in the next meetings.

To solve the other two problems, the researcher monitored the classroom activities by walking around the class during the group discussion. During this monitoring process, he made a close interaction with the students and provided answers to any questions. This strategy was helpful for some shy students since they were encouraged to ask questions when the teacher was close to them.

The Students' Participation in the Teaching and Learning Process

The implementation of RTT and *Edmodo* integration in this research involved two different kinds of meetings, the offline classroom meetings and the online session in *Edmodo*. Therefore, the researcher describes the students' involvement based on the two modes.

During the implementation of reciprocal teaching in the research, the students were more active in the classroom for some reasons. The first is responsibility. Each student had to be responsible for his assigned task. In each step, he had to discuss with his team based on his role either as a predictor, clarifier, questioner, or a summarizer.

The next reason is that the reciprocal teaching strategy also supports collaboration. Through this cooperative learning, students worked in a group and practiced their roles. The discussion allowed the students to communicate, argue, and finally decided to state-

ments to complete the reciprocal teaching form. The reciprocal teaching strategy is a collaborative comprehension instruction that focuses on predicting, questioning, clarifying, and summarizing strategies (Nugraha, 2011).

The third reason is confidence. Initially, the shy students were usually silence during the teaching and learning process. However, based on the observation, it can be noted that some students felt more confidence by asking some questions to the teacher when they were in a closer distance. Also, they were forced to speak during the group discussion because they were assigned for some specific roles.

The active participation of the students during the study is in line with the third character of reciprocal teaching, as mentioned by Palinscar in Yoosabai (2009). He had explained the three characteristics of reciprocal teaching (1) the scaffolding instruction, (2) the stages of predicting, clarifying, questioning, and summarizing, and (3) social interaction that provides learners to share their ideas, increase confidence and learn from their proficient friends. Pointing out the last point, the group discussion in reciprocal teaching offers the students to take part and affirming their roles. Since there were only four students in a group, each member had more chance to speak, more time to learn, and more courage to express ideas. As a result, it also builds self-confidence.

The implementation of RTT and *Edmodo* integration included the use of the online learning platform. As the students were involved in the online meetings besides those of the offline, the researcher hoped to have outside class interaction with the students. It was aimed at reaching the students' problems and responding to questions dealing with the implementation of RTT. Also, the online learning platform in *Edmodo* was used to train the first step of RTT, predicting.

During the implementation of the online sessions, the researcher notified a problem dealing with the use of *Edmodo*. The problem was about the minimum participation of the students. It was shown from their responses to the assigned tasks administered by the researcher.

In the initial process of using *Edmodo*, the students signed up and introduced themselves. Although all of them successfully registered their *Edmodo* accounts, the introduction process did not run smoothly. One reason is that they preferred to present themselves in a very simple way as they only said "Hi" and mentioned their nicknames. No students expand-

ed the conversation by adding more personal information. Their short responses also indicated that they felt awkward in maintaining the online conversation.

Following the introductory session, the researcher assigned them to predict the next classroom topic. In their small group discussion feature, they had to think about the information or contents related to the text. However, until the submission deadline, the participation was very low. For the first topic, only three students submitted their predictions. A week later, eight students sent their prediction for the other different topic.

From the above facts, it can be inferred that the students preferred the offline to online meetings. Although the researcher had done some efforts to make them engaged, such as contacting their homeroom teacher, motivating them in the classroom, and interacting in the online chat, the condition somewhat remained the same.

CONCLUSION

The implementation of RTT and *Edmodo* integration to improve the students' reading comprehension of XI-IPS 1 Students of SMA Al Hikmah Surabaya provided some benefits as follows. First, RTT is adaptive to be applied for different genre of the texts because the activities applied to allow the students to build their reading comprehension. In senior high school levels, students are obliged to learn various kinds of texts such as argumentative, descriptive, or narrative. Each kind of the texts has its structures and characteristics. Regardless of the genres, RTT offers flexibility either for the text material or its implementation procedure.

Second, RTT can solve problems in reading comprehension. One of the reasons for dealing with the students' reading comprehension failure is their insufficient knowledge of reading techniques. Learning RTT is an effort to provide them a precise, applicable technique to infer the text meanings. The four steps in RTT is a complete set comprising before, during, and after reading activities. It also allows the students engagement with the text material. The predicting step makes the students relate their background knowledge and the topic. The clarifying and the questioning steps were an engagement during reading. In the post-reading, they were assigned to summarize the text. Therefore, English teachers should encourage the students to apply it individually and consider the technique as a helpful solution for a reading comprehension problem.

Due to the limitation of the study and the conclusion, the researcher suggests some recommendation for English teachers and other researchers in conducting studies in similar fields. For the English Teachers, it is recommended that the procedures in the RTT and *Edmodo* integration may become an alternative to teach reading for students. In the implementation, they can modify the sequence of the strategy to suit the classroom environment due to its adaptability and practicality. In grouping, the teachers can combine the activities to other teaching techniques or even games to make the process more meaningful and motivating. Focusing on the materials, they can apply the strategy to teach different genres.

Aiming at engaging the students in online sessions, English teachers may consider some aspects such as time allocation, activities, and media. More time should be allocated to familiarize the students with the application since each may face different problems such as gadgets, internet connection, or adaptability. Dealing with the activities, they may think of other online activities to make them engaged, such as assignments, quizzes, or discussions. At last, choices to other media combined with the online are considerably motivated the students. There are many other applications or media that the teachers can use. Some media such as online games or videos can make it more interesting. The teachers can put a link and let the students access it to make the learning process more enjoyable.

For future researchers, this research can be treated as a future reference for further studies in the teaching of reading. The followings can become recommendations to conduct future investigations in a similar field. First, it is the RTT sequence modification. The implementation of RTT is open to modification. As an example, the summarizing step may be put after predicting to have a general view of the text. The next step after predicting is clarifying, and finally questioning since it is assumed that the students have comprehended the text through the three previous measures. Second, it is related to the individual RTT implementation. Since the steps in RTT are complementary, individual practice is recommended for the students to experience all the steps to build their metacognitive skills. Researches on the students' different RTT implementation are worth studying. Finally, other aspects such as application, activities, and the effects on offline and online integration are also significant. The combination is endless and borderless. More studies can be implemented to seek for its effectiveness to build the students' reading comprehension.

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